

Early Learning Success Curriculum Overview



Written by Nancy Dougherty

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About the Author

Nancy Dougherty has a passion for children, and helping educators/providers deliver quality programming. She has many years of experience working with children and families, adults of all ages, and in all types of care and education programs. The concept that ***children matter*** has been at the core of her work and has inspired the development of the **Early Learning Success Curriculum** to bring ***purposefulness and intentionality*** to those caring for and teaching young children.

Nancy has a B.A.S. in elementary education from the University of MN, Duluth, and an M.A. in Education, School Age Development Emphasis, from Concordia University, St Paul, MN. Her education and commitment to children have been the focus of her professional work. Her professional accomplishments include:

- Authoring, with assistance from a work group, the Minnesota School Age Indicators of Progress document, a companion document to Minnesota's early learning standards
- Writing and delivering training as a Master Trainer in Minnesota's Professional Development system, including the Minnesota Child Care Credential
- Facilitating the work group that developed the Minnesota School Age Care Core Competencies document
- Developing manuals and other documents for several MN Department of Human Services grants including the School-Age Care Mentoring Manual and Effective Practices in School-Age Care/Out-of-School Time
- Writing and publishing 'Power Camp, a curriculum to promote positive social skills for school age children
- Coaching providers through Parent Aware, Minnesota's quality rating and improvement system
- Creating programming and resources for legally unlicensed child care providers
- Providing over 15 years of direct care to children in school age programs and early childhood child care centers

Nancy also enjoys spending time with her family and pets, especially her five grandchildren. She is an avid reader, loves to garden and do 'arts-n-crafts', travel, and spend time in the woods of northern Wisconsin. She brings all of these hobbies and interests into her work with children.

Nancy is especially thankful to her husband for his unending support and belief in her work. Without his 'open ear', the processing that is needed to create would not happen.

Philosophy

Introduction

A fundamental premise of the **Early Learning Success Curriculum** is that children matter. Although this may be a simplistic thought, it is at the heart of what we believe is important in providing quality programming for children. And it is the driving force behind continued investigation of new research and best practices for children, and integrating this new learning into the ongoing curriculum development.

We know that the childhood years are a time of immense opportunity and growth. And because of this, children deserve a quality early childhood education program that provides them with engaging activities and learning experiences that facilitate positive development. The **Early Learning Success Curriculum** promotes school readiness through the use of early learning standards.

'Whole Day, Whole' Child

Children are eager to learn and experience new things. Their job all day, every day is to take in new learning. They are learning through every experience and activity in which they engage. Children are avid explorers of their environment, and demonstrate a sense of wonder with each new experience. Setting up the environment for optimal learning requires knowledge and thoughtful planning.

Early childhood educators and providers know that children learn when all of the developmental domains are supported. Using an approach that provides activities and experiences that integrate all of the domains addresses the needs of the 'whole child.' This can be delivered through a variety of teaching methods and philosophies.

Units of Study

Our curriculum is designed to support early childhood educators/providers working with mixed ages of children, birth through school-age, in assuring that children are ready for school and life success. It is written so that educators/providers can use it for just one of the age groups, or all of them. Although it specifically addresses family child care's mixed age group, it can be used in different settings, and compliments many other curriculum philosophies and approaches.

The curriculum is delivered through ***Units of Study*** which are theme-based topics that promote early learning standards. Each ***Unit of Study*** includes a variety of activities to address the learning styles of each child. The ***Units of Study*** provide a framework for providers to develop weekly plans that can be accommodated in all settings, be adapted to the ages of children in care, and follow the interests of the children.

Early Learning Success Curriculum Theory Foundation

Children grow and develop in many different ways – social, physical and cognitive. There are many theories and bodies of research regarding child development. Each theory focuses on a specific perspective or aspect of development which help us understand how they are inter-twined to support the ‘whole child’ approach. All areas of development are important for success and need to be addressed in the delivery of a quality early childhood education and care program.

- Erickson’s Psychosocial Theory – development happens through a sequence of stages defined by a social challenge or emotional crisis; each stage needs to be accomplished before moving on to the next stage.
- Piaget’s Cognitive Theory – based on how children think, and on how their thinking changes as they develop.
- Bandura’s Social Cognitive Theory – children are actively trying to understand their world, and through imitation develop a sense of who they are.
- Vygotsky’s Social Development Theory - provides two development beliefs: 1) culture and social interactions impact cognitive development 2) the Zone of Proximal Development principle that states there is a difference in what a child can learn by themselves and what they can learn when guided by someone with more knowledge.

These theories are at the core of the philosophy for the **Early Learning Success Curriculum**. But the philosophical beliefs have also been influenced by several other bodies of work including the development of the Minnesota Early Childhood Indicators of Progress documents, the Minnesota Core Competency documents, the Minnesota Parent Aware Quality Rating and Improvement System, the Minnesota Child Care Credential, and the work of Jim and Laurie Olhoff, (Concordia University, St Paul, MN, 1995-2000).

Our philosophical beliefs are grounded in theory and practical experience. They guide the development of the **Units of Study** so that all areas of development are addressed to ensure children are ready for school and life success. These development areas are reflected in the use of early learning standards.

Our Beliefs

1. We believe in a 'whole day, whole child' approach to curriculum and programming delivery. Children are learning through every experience and activity in their day. It is important that early childhood educators/providers are knowledgeable in child development and developmentally appropriate practices so that they can identify and plan for the variety of learning that takes place throughout a child's entire day.
2. We believe that all children are capable learners, and that they learn best through play, exploration, creative expression and hands-on activities. Through these activities, children develop a positive self-concept, learn to solve problems, foster friendships and are allowed to grow and develop at their own rate.
3. We believe that the role the early childhood educator and provider is to facilitate the learning that is taking place for each child. This requires that the educator/provider be purposeful with their personal and professional goals and development. This will assure that current best practices are applied.
4. We believe that the relationship between children and early childhood educators/providers play a crucial role in the learning process. Building trusting and interactive relationships support a child in becoming competent, self-reliant and resilient individuals ready to face the challenges of school and life.
5. We believe that children learn best in an environment that is safe both physically and emotionally. Nurturing positive social skills in children helps create an environment where children are emotionally secure. They are allowed to experiment, test limits, and experience consequences within the guidelines of a trusting and respectful relationship with their educators/providers and peers.
6. We believe that all children and families are unique with special qualities that influence learning. Helping children appreciate and celebrate these unique differences provides an environment that is open and inviting to family traditions and cultures, providing a richer classroom community for learning.

Best Practices for Success

The early childhood educator/provider is *a facilitator of positive development*. They are responsible for setting up an environment that is engaging and filled with learning activities that are *purposeful and intentional*. This requires them to be knowledgeable about early childhood, stay current with new research, and have a clear understanding of how to provide a culturally sensitive learning environment that addresses the needs of each child. Through using best practices, educators/providers are setting protocols for nurturing school readiness and success in life.

Best Practices = Effective Practices

(Adapted from “Effective Practices in SA/OST”, Dougherty, N., 2002)

The definition of ‘best practice’ is:

- Good practices that have worked well in many other similar situations;
- Proven strategies that have repeatedly produced successful results;
- Practices that are knowledge based and research proven;
- Shared values, preferences and norms that are common within the field.

Quality Equation

Knowledge + Standards = Effective Practices

Effective practices in early childhood are understood by educators/providers to be the underlying practices that provide quality care for children. These practices develop and evolve over a period of time as a result of continual program evaluation. Effective practices are the visible, real results of intentionally combining knowledge and field standards to address the needs of children and families. Educators/providers that intentionally strive to use these practices in their childcare are providing an environment that nurtures the positive development of children.

Best Practices in Early Childhood

The following teaching practices are important in providing quality programming and implementing engaging learning activities for children. They are proven strategies that impact a child’s school and life success.

1. Knowledge Base

It is imperative that educators/providers have a wide knowledge base of the early childhood field including: child development; appropriate milestone expectations; and early learning standards. This knowledge is the basis for providing an environment and learning activities that are age and developmentally appropriate.

2. Developmentally Appropriate Practice

Understanding child development is key to successfully using Developmentally Appropriate Practices (DAP) as a means of delivering meaningful learning experiences. Bright Hub Education defines DAP as ‘ ‘a setting and curriculum that meets the cognitive, emotional, and physical needs of children based on child development theories and observations of children's individual strengths and weaknesses’ (www.brighthubeducation.com). It is important to know what a child should and can do at each stage of development. This allows each child to learn at their own pace and skill level.

3. Observations and Assessments

Using observations and assessments to document a child’s progress is another key element in providing purposeful and intentional activities. Adapting programming or curriculum to address each child’s individual needs is not hard. It requires an understanding of early learning standards, knowing each individual child, observing during skill development activities and planning for increased skill development. Refer to **Part 2: Guide for Using Early Learning Standards** for more detailed information on observations and assessments.

4. Positive Behavior Guidance

Young children are just learning how to exhibit self-control, be independent, and solve problems. Positive behavior guidance strategies encourage, guide and model appropriate behaviors so that children make good choices. Children need to experiment, test limits, and experience consequences within the safety of a trusting and respectful relationship with their educators/providers in order to develop positive social skills.

5. Inclusive Practices

Inclusion is a mindset that nurtures children, not just an adaptation of the physical environment. This is demonstrated through children of all abilities learning, playing and working together as a productive and caring community. The foundation for providing an inclusive environment is to accept and respect all diversity whether it is differences based on race, family dynamics, socio-economic levels, or disabilities. Quality inclusive programs strive to provide an environment in which all children are accepted and valued as important individuals and members of the community.

6. Personal Professional Growth

Educators/providers need to stay current with new research and practices in order to provide the best learning environment possible for the children. Part of this practice is to develop a Personal Professional Development Plan. Training inventories and personal reflection can provide insight into personal and professional growth. A Professional Development Plan is included in **Part 3: Forms**.

Goals and Objectives of Learning

Early Learning Standards

The **Early Learning Success Curriculum** has been carefully designed to support and enhance every child's learning in all developmental domains:

- Social & Emotional Development
- Approaches to Learning
- Creativity & the Arts
- Language & Literacy Development
- Cognitive Development, including math, science and social systems
- Physical & Motor Development

Early learning standards are used as a basis for developing child specific goals. These goals promote the physical, intellectual, social and emotional development of each child according to their age and cultural background. All states have established early learning standards or guidelines for young children.

Information on each state's early learning standards can be found at:

<http://www.a0c0f.hhs.gov/programs/occ>

National Center on Child Care Quality Improvement, A Service of the Office of Child Care
9300 Lee Highway, Fairfax, VA, 22031 | Phone: 877-296-2250 | Email:
OCCQualityCenter@icfi.com

The **Early Learning Success Curriculum** uses Minnesota's early learning standards as the goals and objectives for children. The Minnesota Early Childhood Indicators of Progress (ECIPs) documents provide a continuum of early learning standards that span the ages of birth through age 12. There are three versions of the MN ECIPs documents used to address the learning goals for the various ages: the Birth to Three version; the Preschool version; and the School-Age version. More information on the MN ECIPs framework is included in Section 3 of this manual.

Each learning activity included in the **Early Learning Success Curriculum Units of Study** is aligned with a **Primary and Secondary Development Domain**, component and indicator, as well as the **Approaches to Learning Domain**, component and indicator. The planning framework for each **Unit of Study** also includes the activities that address the **Social and Emotional Domain**, and provide suggestions for adapting the environment. **Part 2: Guide for Using Early Learning Standards** provides in-depth information on the domains of development and how to implement them in programming.

Using observations and assessments that are aligned with early learning standards can support educators/providers in developing individual goals. Creating a portfolio that documents each child's goals and progress is a useful way to share this information with families. Refer to **Part 2: Guide for Using Early Learning Standards** for more information on using observations.

STEM Programming for Early Childhood

The curriculum also supports the skill development needed for STEM education. Janice Morrison (*TIES STEM education monograph series, attributes of STEM education, 2006*), outlined several functions of a STEM education. She suggested that students should be:

1. **Problem-solvers** – able to define questions and problems, design investigations to gather data, collect and organize data, draw conclusions, and then apply understandings to new and novel situations.
2. **Innovators** – creatively use science, mathematics, and technology concepts and principles by applying them to the engineering design process.
3. **Inventors** – recognize the needs of the world and creatively design, test, redesign, and then implement solutions (engineering process).
4. **Self-reliant** – able to use initiative and self-motivation to set agendas, develop and gain self-confidence, and work within time specified time frames.
5. **Logical thinkers** – able to apply rational and logical thought processes of science, mathematics, and engineering design to innovation and invention.
6. **Technologically literate** - understand and explain the nature of technology, develop the skills needed, and apply technology appropriately.

‘Whole day, whole child’ programming supports STEM education functions by naturally providing science and math activities all day through by counting when going up and down the stairs, placing one cup with one plate at lunch, hunting for feathers outside, or providing activities to match colors and sizes. Planning educator/provider-led STEM education is important but there are also many activities that are child-led that support STEM.

- **Dramatic Play**- dramatic play time offers the opportunity for children to count objects, identify characteristics of items, work out problems with other children, and redesign materials for their own purposes
- **Block Play**- provides plenty of opportunity for children to problem solve how to build things, experiment with design and construction, count blocks, use imagination and inventiveness in creating new structures, and begin to think logically to solve problems
- **Outside Play** – children are discovering things in nature, solving problems, becoming self-reliant in creating their own play, and figuring out how to use items in a new way
- **Sensory Play** – children explore, investigate, measure and discover attributes of items when manipulating them in a sensory table, sensory bottle or various other sensory activities

Setting and Environment

Flexibility within Structure

The **Early Learning Success Curriculum** supports an integrated learning approach to programming. The E.R.E Theory (Olhoff, J. & L., 1996) suggests that the *environment* created provides a foundation for children to build key *relationships* with educators/providers and other children through *experiences* that help them to learn about and understand the world around them.

Routines, schedules and daily planning are part of the learning environment, and are important in allowing for many different types of activities. Children need time to play, have free exploration, work in small and large groups, engage with the educator/provider in one-on-one or directed activities, and participate in child-led choices. Just as no one theory covers all of child development, no one type of activity or delivery method will meet all learning needs or styles.

Early Learning Success Curriculum Units of Study

Purposeful and intentional daily activities are organized into theme-based *Units of Study* that have meaning for children. Concepts relevant to all subject areas (math, science, language arts, health, social studies, etc.) are explored through these themes. This allows children to explore a concept in a variety of ways, increasing the knowledge they are gaining. Each Activity Plan includes a pre- and post- discussion time to encourage critical thinking relevant to the topic. The post-discussion alerts the educator/provider to further interests of the children which can be integrated into programming for open-ended exploration.

The activities included in program delivery should provide opportunities for quiet activities (reading and writing), busy activities (dramatic play area, blocks and sensory), educator/provider directed activities (art, puzzles and other group activities), and child initiated (choice time and on-going exploration), and include indoor and/or outdoor physical activities. This allows for ‘whole day, whole child’ planning and implementation.

The **Early Learning Success Curriculum** planning framework includes suggestions for adapting the environment and interest areas to the specific theme. The planning framework and weekly planning forms help educators/providers plan a balanced program, ensuring that all developmental domains are being addressed. The planning framework is not prescriptive but provides a framework for planning activities that follow the interests of the children. A sample week is included but educators/providers should plan based on the needs of their children. A *Unit of Study* can last a few days, or a few weeks depending on the engagement of the children.

Interest Areas

Specific interest areas are important in nurturing the child’s social, emotional, cognitive, physical and creative development. Interest areas also support the STEM education functions. These interest areas encourage children to make decisions on activities where

they are in control of their learning. Interest areas include opportunities for quiet and busy activities and can be designed to fit all care settings.

1. **Creative Art** allows children the opportunity to develop fine motor control, eye-hand coordination, aesthetic sensitivity, expression of emotion and creativity.
2. **Science** offers experiences in nature appreciation, valuing all creatures as an integral part of the entire world, comparing, observing and differentiating.
3. **Block Play** includes a variety of experiences to help children develop large muscles, language and creativity. They learn about balance, volume, weight, numbers and spatial relationships.
4. **Manipulatives and Math** provide experiences which develop skills in recognizing differences in shape, form, size, texture, weight, number and proportion. They provide experiences to help children develop: rote counting, one-to-one correspondence, addition, subtraction, size, comparisons, length, time and shapes.
5. **Dramatic Play** gives children the opportunity to understand their lives and environments as they integrate what they are learning and feeling through imitation. Dramatic play encourages them to develop social relationships, language skills and creativity.
6. **Reading and Writing** help to instill in children a love of books, literature and words. Writing activities include forming upper and lower case letters, writing in a journal and writing their names. Providing a literacy-rich environment enhances all learning.
7. **Music and Movement** experiences provide opportunities to develop auditory perception and motor control through experiences that include coordinating musical sounds to develop different ways of moving. Listening to and producing music will help them continue to develop their understanding of concepts such as fast/slow., soft/loud and the 'rhythm' of language.
8. **Sensory Experiences** offered through a variety of substances will provide opportunities for children to develop their skills of differentiating textures, using descriptive language, experiencing volume and weight, problem solving and sharing space with others.

Interest Areas for All Settings

Programs with dedicated space can design their physical environment to include all interest areas. When planning where to locate the different areas, it is important to be thoughtful about the placement of quiet/noisy centers, active/sedentary centers, and messy/non-messy activities. Messy art project-type activities should be located by sinks and water for easy clean-up; quiet, book areas where children may go to relax and re-group should not be located by very active block and truck areas. Interest areas/learning centers should be arranged so that there is plenty of room for children to work independently, allow for large muscle activities, and have easy traffic flow without creating a 'racetrack' that invites children to run through the room.

Family child care programs that do not have dedicated space can provide interest areas through creating boxes, baskets, bins, special drawers or cupboards for each interest area. These can be brought out or 'opened' at different times of the day/week so that all interest areas are available several times throughout the week. This strategy also accommodates

the various ages of children in mixed-age programs. Smaller toys and manipulatives can easily be available for preschool and school-age children but then put away when infants and toddlers are present. This type of storage allows family child care providers to 'open' the interest areas when children are present, but 'close' them for their own family time. Using a weekly planning form will assure that all areas are provided during the week.

School-age programs that are 'pull-out' utilizing shared space can use bins and boxes to create different areas, as well as use portable display boards for bulletin boards. Using area rugs or marks on the gym floor can also help delineate the learning centers to help keep the area organized.

Inclusion of Children with Special Needs

Inclusion practices for children with special needs can be defined as providing adaptations to the environment and program activities so that all children are successful within the context of the regular setting.

Inclusive practices include:

1. Creating an environment that fosters the development of self-esteem through social interaction, collaborative projects, interdependence and independence
2. Acknowledging and responding to each child's individual capabilities and needs
3. Implementing a curriculum that includes rich opportunities for play, and is responsive to the 'whole child'
4. Providing materials and equipment that is appropriate for children of varying abilities, interests and needs through a hands-on learning approach
5. Activities and instructional practices reflect on-going assessment and evaluation, and provide a balance of child-initiated and educator/provider-directed activities
6. On-going program evaluation to assure continued usage of inclusive practices

Universal Design Supports All Children

Universal Design principles provide a framework for adapting the physical environment so that all people, regardless of disabilities, can successfully manipulate or navigate the space. The result of this user-friendly environment is that **all** people are successful in these spaces.

When translating those principles to early childhood education and care programs, it means that the instructional practices, activities and environment designs that are successful for children with special needs will also be successful for all children. Providing an environment that is user-friendly for all children increases each child's self-assurance, self-help skills, and self-esteem.

Instructional Approaches and Strategies

Planning is Purposeful and intentional

There are many instructional approaches and strategies that are used when supporting the 'whole day, whole child' delivery of curriculum. The **Early Learning Success Curriculum** relies on early childhood educators/providers who are operating from a Generation 4 level of professional development and practices, (adapted from the Generations of Care Theory, Ollhoff, L., 2000), pages 23-24 of **Part 2: Guide for Using Early Learning Standards**.

Generation 4 educators/providers are committed to excellence in early childhood education and care. They reflect on their educational journey to be current with new research and implement best practice. They use observations and assessments to guide programming and to **purposefully and intentionally** plan for each child's success. These educators/providers engage parent and families so children are supported on all levels.

Planning is important because:

- Planning ensures that the program is addressing the needs of the children based on observations of the children and knowledge of early learning standards
- Planning provides a 'checks and balances' approach so that developmentally appropriate practices are being used
- Planning helps educators/providers to be purposeful and intentional in planning for individual children's learning
- Planning helps educators/providers be prepared so that their attention is on the children and not distracted by looking for supplies and materials for an activity
- Planning provides the experiences and activities that will support school and life success
- Planning creates a setting for learning to occur

Using strategies that provide long range and short term planning help organize how planning is done.

- **Long range** planning gives a sense of direction. It's useful for thinking through the topics that might be introduced during the year, can help make decisions about materials or supplies needed, and will spark ideas for incorporating field trips or visitors. Long range planning is a general overview and should be subject to change.
- **Short term** planning outlines the major activities for each week and each day. Plans include activities that will address the development domains and early learning standards over the course of the day, several days, or the week such as books to read, circle time songs or activities, art projects, outdoor games or activities, and other 'special' activities such as field trips or cooking activities to extend the children's learning.

Observing Children

Another practice that sets Generation 4 educators/providers apart from the rest of the field is the intentional aspect of planning, programming and curriculum. Observing children engaged in activities and materials planned by the educator/provider lets them see how the children are using them. This type of observation is called ***authentic observation***. Using the early learning standards as a reference tool, the educator/provider can determine if a child is meeting specific indicators.

Using Observations

Observations have a dual purpose. One is child specific, the other is program evaluation. One is to measure how a child is developing; the other is to measure how well the programming is addressing the needs of each child. Generation 4 educators/providers and programs utilize both purposes of observation to provide the quality of care that supports a child's success.

Child-focused goal: observation is to support curriculum planning so it meets the individual needs of the children in care. Using this information guides the educator/provider in planning and adapting activities for each child. Observations will show:

- Skills a child already has mastered and skills that are emerging
- The interests of a child
- Activities a child is attracted to and holds the child's interest over time
- How a child interacts with others
- The supports or teaching practices that positively impact a child's abilities
- Provides information to share with families

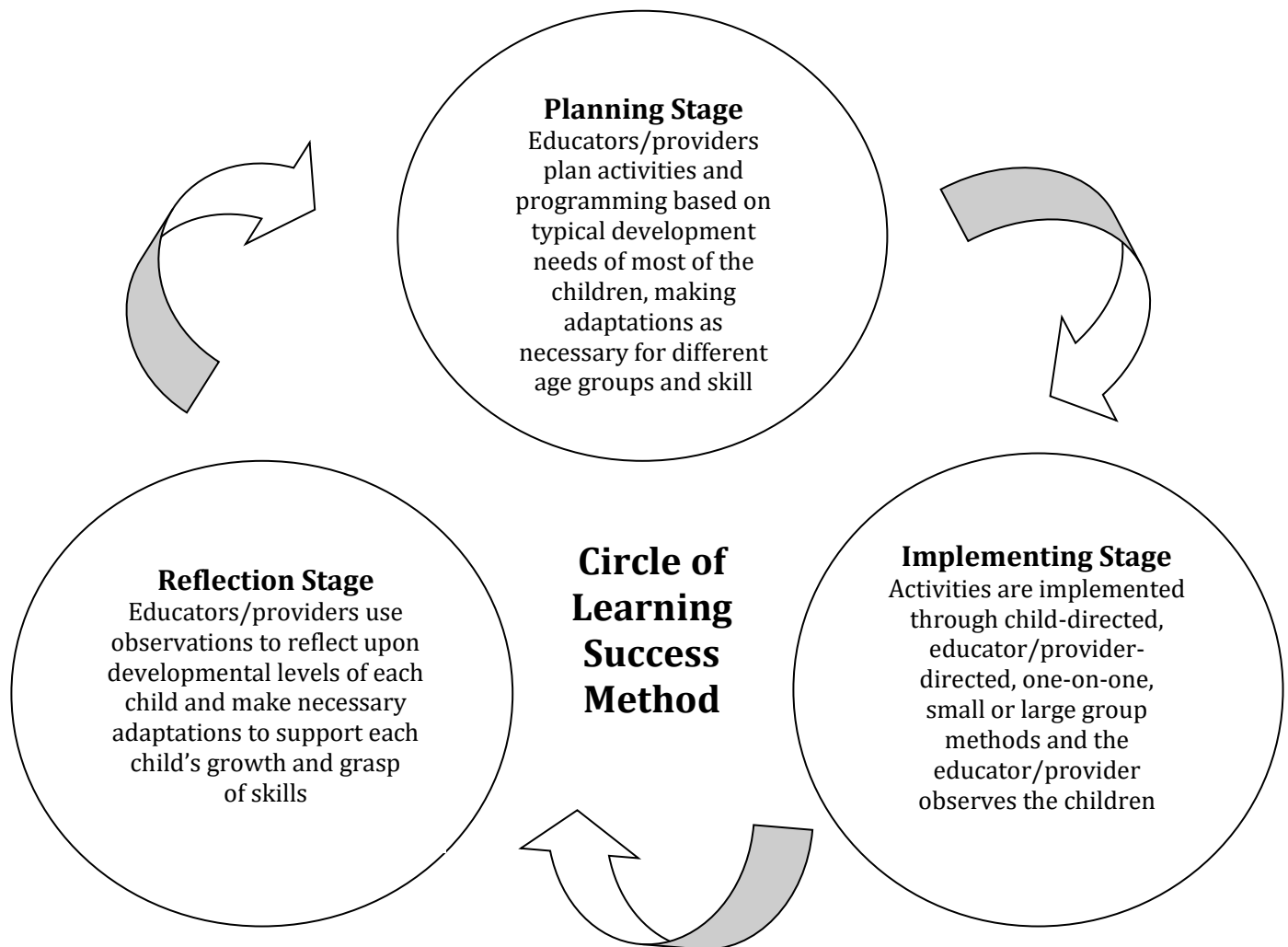
Program-focused goal: observation provides information regarding the overall success of the planning and curriculum. Asking reflective questions will help determine the strengths and areas of improvement for the entire program. Observations examine:

- Are children productively engaged in activities?
- Are there discipline problems during specific activities or times of the day?
- Is the child's development supported in appropriate ways?
- Do parents have questions or concerns?
- Are there adequate supplies, materials, space and equipment to meet each child's needs?
- Are things accessible to all children based on age level and development?
- Do the routines and schedules reflect the needs of the children?

Adapting programming or curriculum to address each child's individual needs is not hard. It requires an understanding of early learning standards, knowing the children as individuals, observing during skill development activities and determining how to increase skill development.

The Circle of Learning Success

It isn't just about knowing child development and the domains, it isn't just planning activities that are developmentally appropriate, and it isn't just observing what or how children are engaged in activities. What it **IS** about, is using your knowledge to purposefully and intentionally plan activities based on informed observations. The **Circle of Learning Success** method of curriculum planning based on early learning standards and development domains, is purposeful and intentional planning.



Refer to **Part 2: Guide for Using Early Learning Standards** for more information on planning and observations and **Part 3: Forms** for planning and observation forms.

Schedules and Routines

Schedules and routines are an important part of a ‘whole day, whole child’ approach to curriculum. They provide a framework for the planning of activities that occur during the day or week. In addition, for the educator/provider, they provide a ‘checks and balance’ which helps make sure all areas of development are addressed through a variety of delivery methods. **Samples of daily schedules are included in Part 3: Forms.**

Schedules and routines are especially important for children. They:

- Provide consistency in the day which gives children a sense of security
- Build trust between the educator/provider and child because the child feels secure in knowing what will happen next
- Provide an opportunity for growth in the area of self-help skills and competence
- Help children understand the concept of time within the day or week

Weekly Schedule

The weekly schedule with daily events should be posted where they are easily seen. This helps keep educators/providers on track, and provides information for families about the daily events for the week. This is important for families in sparking daily conversations with their child, and helping prepare their child for each day’s activities.

Each day on the schedule should provide opportunities for:

- Indoor and outdoor activities
- Activities that are quiet such as painting, reading, and sensory time
- Active choices such as acting out stories during literacy time, large motor time either indoors or outdoors depending on weather, music time, and dramatic play
- Child-led and educator/provider-directed activities

Each activity includes a variety of equipment and materials to provide children with an opportunity to learn and grow through a variety of experiences with different materials.

Methods of Delivery

Various instructional delivery methods are used to implement the **Early Learning Success Curriculum** in order to address the many different ways children learn. All methods are important in providing quality learning activities, and should be used through a balanced approach.

- Play and free exploration encourage children to choose their own activities and ‘drive’ their own learning; the educator/provider’s role is to observe play and ask open-ended, leading questions for further investigation
- One-on-One provides individual instruction to address special skill development or interests
- Small group activities provide the opportunity for children to learn within a group context; the educator/provider’s role is to guide the learning process in a more intimate setting
- Large group activities require the children to interact as part of a large group, to some children this is a more intimidating experience; the educator/provider’s role is to guide and teach in a broader sense

- Child-directed activities are when the child chooses and plans their own learning; the educator/provider's role is to guide learning through open-ended questions
- Educator/provider-directed activities are planned and implemented by the educator/provider, the children are instructed as to what and how to do the activity



Early Learning Success Curriculum

uses early learning standards to support the building blocks of success.